Steps in the Process	
1	**DIBELS8® Sub-Score Analysis** ● Sort DIBELS by earliest skill (K/1: PSF, 2: NWF) ● Analyze error patterns for each student ○ What can they do? ○ What are they not yet able to do?
2	**Make Roster for Additional Assessments and Collect Additional Assessments** ● Which parts of the Quick Phonics Screener (QPS), Heggerty Phonological Awareness Skills Assessment (PASA) will give you more needed information?
Give Additional Assessments	
3	**Analyze All Assessments to Prioritize Needs** ● Look for the earliest skills where students need support within the domains of phonological awareness and phonics
4	**Create Phonological Awareness (PA) and Phonics Goals**

STEP 1: DIBELS8® Sub-Score Analysis

As you complete this analysis, it is helpful to take notes in the first 4 columns of the STEP 2: Roster for Additional Assessments.

Step	Questions to Ask Yourself	Actions
1. Analyzing a Sub-Score Measure (PSF, NWF)	● What students are in red and yellow?	● Go to Benchmark Page ● Click on the sub-score to organize students by sub-score color
2. Open Probe Level report for Sub-Score Measure	● What patterns do you notice in the student's errors? ● What patterns do you notice in what the student is mastering?	● Click on the student's score to open a Probe Level report ● Look at patterns of what is correct (blue lines), what errors are made (red squares), and where the student self corrected (green squares)
3. Use Error Analysis guides for PSF and NWF	● Which errors are your students consistently making? ● What type of instruction does this student need? ● What questions do you still have about what the child can or can not yet do?	● Use PSF Error Analysis ● Use NWF Error Analysis ● Consider the continuum of phonological awareness skills; Do you you know what the student can and can not yet do?

DCRC Modified 2020 from Amplify Education Inc. (2013). *Debriefing DIBELS8® with Teachers*.

STEP 2: Roster for Additional Assessments

Now that you have Analyzed your students' DIBELS8® sub-scores, make a plan for the more advanced screeners, the PASA and the QPS. Consider which parts of the PASA and QPS screeners will give you the data that will help you identify more specific needs for your group(s).

Student	Skill	Patterns and error analysis	**Phonological Awareness** Skills Assessment (PASA) [record which sub-tests to prioritize]	Quick **Phonics** Screener (QPS) [record which sub-tests to prioritize]
Example	PSF	able to segment initial sounds in 2-phoneme and some 3-phoneme words, some medial sounds, slow rate	blending (3) phonemes isolating medial sounds in (3-phoneme) words segmenting and blending words into syllables	Task 1: letter/sound ID
Example	NWF	Many inaccurate letter sounds No blending attempts	blending (3) phonemes	Task 1: letter/sound ID

DCRC Modified 2020 from Amplify Education Inc. (2013). *Roster for Progress Monitoring*.

STEP 3: Analyze Assessments

Needs-based: Teacher utilizes DIBELS8® sub-scores (*not composite scores)* and any other data (Phonemic Awareness Skills Assessment, Quick Phonics Screener) to create groups based on need.

Indicators & Needs

Well-below benchmark on PSF (DIBELS8®) > 40% on multiple PASA sub-tests, including syllable-level sub-tests	Well-below benchmark on PSF (DIBELS8®) Lacks automaticity during full-group Heggerty lessons > 40% on multiple PASA sub-tests, mainly phoneme-level sub-tests	Well-below benchmark on LNF or NWF-CLS (DIBELS8®) Lacks knowledge of grade-level letter identification and letter-sound relationships	Well-below benchmark on NWF-CLS (DIBELS8®) Lacks automaticity of letter-sound relationships Struggles to quickly convert letters to sounds and vice-versa	Well-below benchmark on NWF-WRC, ORF-ACC (DIBELS8®) May be able to vocalize the sounds each letter makes, but struggles to blend them successively. Reads sound-by-sound	Well-below benchmark on ORF-ACC, ORF-WRC (DIBELS8®) Struggles to read words in phrases, instead reading word-by-word, or sometimes even sound-by-sound
↓	↓	↓	↓	↓	↓
Phonological Awareness: Word Awareness,[1] Rhyming, Syllable-level Identification, Isolation, Blending, Segmenting, and Manipulation	**Phonemic Awareness:** Phoneme-level Identification, Isolation, Blending, Segmenting, and Manipulation (Addition, Deletion, Substitution)	**Alphabetic Principle Knowledge:** Explicit teaching of letter identification, letter-sound relationships, and left-to-right letter orientation	**Decoding, Encoding Automaticity:** Rapid conversion of letter to sound and vice-versa	**Blending Automaticity:** Converting letters to sounds and successively blending 2-5 sounds together to articulate a word. Reading whole words with automaticity[2]	**Reading Phrases and Connected Texts (Fluency):** Applying foundational skills to connected, decodable texts[3] and reading 2-4 word phrases fluently[4]
PA Domain Note: Phonological and Phonemic Awareness should prioritize the most predictive skills: Blending and Segmenting Phonemes. Automaticity is the goal of these activities.		**Phonics Domain Note:** These foundational skills are often taught concurrently, but can be taught in isolation for later integration.			**Note:** Once concept of word and most letter-names are mastered, students may start instruction in high-frequency words[5]

[1] Phonological Awareness Continuum of Skills
[2] Successive Blending guidance
[3] Decodable text guidance
[4] Phrasal fluency can be achieved by teaching students explicitly that strong readers read in 3-4 word phrases. Teachers can "scoop" (mark lightly with a pencil) phrases in a decodable text, model phrasal fluency, and chorally read with students. Rasinski (2018) has also found that repeated readings are effective in encouraging phrasal fluency.
[5] High-frequency word guidance

STEP 4: Create Phonological Awareness and Phonics Goals

1. Review all the steps above.
2. Craft the *priority* and *optional supporting* goal(s) for the intervention cycle. Consider...
    a. the earliest skill first
    b. specific and measurable
    c. high-leverage

Note: These goals will guide your lesson plans and progress-monitoring during the intervention cycle. At minimum, identify one priority goal in one of the domains (i.e. one goal for group). At maximum, identify one priority and one supporting goal for each of the domains (i.e. four goals total for group).

Example Intervention Group Goals:

- Domain: Phonological Awareness
    - Priority Goal: SWBAT automatically and accurately segment 3-phonemes in CVC words in 8/10 trials
- Domain: Phonics
    - Supporting Goal: SWBAT automatically and accurately identify the name and sound of the letters “t”, “a”, “b”, “f”, “n” and “m.”

<table>
<tr><td colspan="2">Students:</td></tr>
<tr><td colspan="2">Phonological Awareness (PA) Goals
Examples:
SWBAT segment words with 4 phonemes with 100% accuracy on post-intervention PASA.
SWBAT identify the medial vowel in 3-phoneme words with 80% accuracy during sessions.</td></tr>
<tr><td>PA Priority Goal(s)</td><td>PA Supporting Goal(s)</td></tr>
<tr><td colspan="2">Phonics Goals
Examples:
SWBAT decode all of the short vowels and single consonants, saying the phoneme (sound) for each grapheme (letter) within 3 seconds of each visual prompt.
SWBAT successively blend 5 CVC words in one minute, reading the entire CVC word as one unit.</td></tr>
<tr><td>Phonics Priority Goal(s)</td><td>Phonics Supporting Goal(s)</td></tr>
</table>

References

Amplify Education Inc. (2013). *Debriefing DIBELS8® with Teachers*.

Amplify Education Inc. (2013). *Evolution of Blending CVC Words: Error Analysis for NWF-CLS, WRC*.

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Heggerty, Michael. (2020). *Phonemic Awareness Curriculum: Phonological Awareness Skills Assessment* (Alisa VanHekken, Ed.). Literacy Resources, LLC.